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ABSTRACT

The report describes a Gateway Technical Institute (Wisconsin) project to provide more effective counseling and career information to disadvantaged students in the institute's vocational, technical, and adult education district. Interviews with graduates of 46 different programs were taped as a technique for providing occupational information for potential and present students. The taped conversations included information about job satisfaction, relevance of training, advancement opportunities, and other job-related information. A peer counseling program was instituted to provide information and opportunity for more personal contact with new students. In addition, 50 career information packets consisting of from 20 to 50 color slides and accompanying scripts were developed to be used in counseling and recruitment. Since the inception of the program in 1975, enrollment has increased significantly on the Racine campus, as predicted at the outset of the study. (NJ)

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ED126295

FINAL REPORT

06 - 169 - 151 - 315

CAREER INFORMATION, GROUP COUNSELING

1974-75

NOVEMBER, 1975

Research & Planning Services

Gateway Technical Institute

•KENOSHA •RACINE •WALWORTH

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FINAL REPORT

06 - 169 - 151 - 315

CAREER INFORMATION, GROUP COUNSELING

1974-75

NOVEMBER, 1975

GATEWAY VOCATIONAL, TECHNICAL AND ADULT
EDUCATION DISTRICT, KENOSHA, WISCONSIN

The research reported herein was performed pursuant to a grant or contract with the Wisconsin Board of Vocational, Technical and Adult Education, partially reimbursed from an allocation of Federal funds from the U.S. Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official State Board or U.S. Office of Education position or policy.

VT 102 895

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GATEWAY TECHNICAL INSTITUTE'S

CAREER INFORMATION-GROUP COUNSELING

1974-75

I. INTRODUCTION

Background for the Study

At the end of the first semester of the 1973-74 school year, it was discovered that a significant number of students did not complete courses in which they were enrolled. Further analysis of District statistics revealed that:

1. Youth unemployment, under 22 years of age, for Gateway Technical Institute District, according to Wisconsin Job Service approximated 14½ percent of the population.

2. The number of disadvantaged enrolled in MDTA program was 174 with another 673 disadvantaged enrolled in the Adult Basis Education program.

3. The minority students in full-time programs was 184 or approximately 5.19 percent of the student body.

4. 33 percent of the students in full-time programs were from the female person group.

5. The veteran's enrollment in full-time programs for the school year 1973-74 is 1050.

Student Services of Gateway Technical Institute and the predecessor institutions, Kenosha and Racine Technical Institutes, historically has been sensitive to the needs of minorities and disadvantaged students with unique and innovative techniques in guidance and counseling, i. e.,

1. An intensive recruitment program, directed by specific recruiter personnel.

2. Career informational packets.

3. Faculty-student advisory delivery system, and

4. An intensive placement service, directed by specific district placement personnel.

The effectiveness of these techniques has had minimal

success in meeting the needs of disadvantaged and minority students in the District.

What needed to be considered were new and additional emphasis and efforts to serve the student publics of the District.

In evaluating the present counseling techniques, District Student Services personnel felt that a new thrust needed to be given if the District were to optimize counseling with the disadvantaged and minority student groups.

A proposal, 06-169-151-315, was submitted to the Wisconsin Board of Vocational, Technical and Adult Education to accomplish the task of more effective counseling with the minority and disadvantaged student. The study consisted of three district related techniques:

1. On the Job Interviews with Gateway Graduates
2. Peer Counseling
3. Career Information Packets

II. METHODOLOGY

A. On the Job Interviewswith Gateway Graduates

The objective of this phase of the study was to inform potential and present students what they could expect from employment following graduation. The six month District follow-up gives the student statistical information by program but does not relate the idiosyncrasies of the specific job. There was to be one tape developed for each program. The tapes were to be in the form of interviews with graduates of Gateway programs and were to include specific questions relating to the following areas:

1. Job satisfaction
2. Relevance of their training to actual job
3. Opportunities of advancement
4. Employment after graduation
5. Description of work.
6. Recommendations for others pursuing similar careers

7. Additional educational requirements for the job

8. Interests and aptitudes useful on the job

Another objective for this phase of the study was to incorporate the tapes with the Gateway Telephone Information in Career Packets that presently is available and utilized by the District's Student Services department. By coordinating this information with existing informational material, the technique could be expanded to anyone in the District who would like firsthand knowledge on pertinent job information needed to make a decision on career choices.

To obtain the objectives, the following procedure(s) were initiated:

1. Secure names of graduates most likely to participate in the project.

a. Major advisors suggested names--this procedure proved more successful. Note Appendix A.

b. Obtain a print out of graduates for the last four years by programs.

2. Contact students by phone and explain project.

3. Students agreeable to participation were notified by mail regarding type of questions to be asked. Note Appendix B & C.

4. Students were also asked to sign a tape permission slip prior to actual taping. Note Appendix D.

Following student contact and orientation of the project, a radio-engineer announcer was to be employed to make final contact and tape.

B. Peer Counseling (Student-to-Student)

The major objectives of this phase of the study were:

1. An indirect low cost expansion of the Student Services' function.

2. Creation of a broadly based school issue designed to promote a rallying point for students and staff.

3. Changing of the school atmosphere from an aloof, disinterested one to a purposeful, helping one.

The project would provide a host of new personal services to the students at Gateway Technical Institute--Racine Campus. Teachers would benefit indirectly, and Student Services would be a major beneficiary through increased student involvement. The peer counseling program is essentially an expansion of Student Services through the use of student help involved in peer counseling.

The specific approval to be used in accomplishing this part of the study would be:

1. Problem/idea concern

   a. Marginal school spirit

   b. Commuter atmosphere

   c. Restricted new student orientation

      (1) Approximately 90 minutes long

      (2) Attended by perhaps 25 percent of new students

   d. No meaningful tie between day and night students

   e. General aloftness among students

   f. Lack of strong interpersonal relationships

   g. Student/teacher ANOMIE

   h. Visible presence of educationally, economically, physically disadvantaged students

2. Need for the study/effort

   a. Existing Student Services staff does not effectively reach all students

   b. No female counselor available to students

   c. The lonely, at times harmful, atmosphere can be replaced by a purposeful, helping one

   d. The new campus completely lacks a common cause or tradition about which the student body can rally

3. Specific objectives

a. Establish support agreement from the project

(1) Students

(2) Teachers

(3) Administration

b. Establish an advisory committee composed of students, teachers, administration

(1) Provide ongoing direction

(2) Screen potential student helpers

c. Establish a delivery system

(1) Schoolwise program

(a) Assemblies

(b) Buttons

(c) Posters

(2) Coach/trainer

(a) Provides initial training for students/helpers

(b) Follow-up

(3) Eight to fifteen student helpers-peer counselors

d. Systematic follow-up to be based on the following:

(1) Student helpers

(2) Student body

(3) Teacher

(4) Student Services

It appears to personnel in Student Services that many individual students feel a strong desire to relate to others on a one-to-one basis--this program, it is believed would provide the vehicle to accomplish this.

C. Career Information Packets

This phase of the study involved an update of an existing Career Information Packet that was completed in 1972. The packets, 32 programs in total, consisted of from eighteen to thirty-six color slides together with a recorded audio tape cassette with a time duration of five to eight and one-half minutes.

The body of each packet contains pictures of people at work and in training for the career together with career information on the cassette tape. The information at the end of each packet encourages the listener-viewer to seek additional information from vocational-technical counselors and instructors, as well as people employed in the particular occupation.

A list of completed Career Information Packets prior to this study included:

ASSOCIATE DEGREE PROGRAMS

Accounting (includes diploma Account Clerk Program)
Aeronautics--Pilot Training
Aviation Mid-Management
Data Processing
Food Service Management (includes diploma Food Service Assistant)
Fluid Power (includes diploma Fluid Power Maintenance)
Horticulture--Marketing
Horticulture--Production
Industrial Mid-Management
Interior Design
Library Technical Assistant
Marketing (includes diploma Merchandising)
Marketing--Fashion Merchandising
Marketing--Industrial
Mechanical Design
Police Science
Secretarial Science (includes diploma stenography)

VOCATIONAL DIPLOMA PROGRAMS

Airframe and Powerplant Programs
Auto Body
Auto Mechanics
Dental Assistant

General Sales--Hotel-Motel
Machine Tool Operations
Operating Room Assistant
Welding

Apprentice Programs

The response for the Career Information Packets has exceeded expectations both in utilization by Student Services at Gateway and from the district high schools.

The problems that exist in the present Career Information Packet System were limited to obsolescence, absence of new programs, and audio and photographer quality.

The major thrust of this phase of the project was to update segments of the existing Career Information Packets System. The following packets were considered for updating:

AUDIO--ASSOCIATE DEGREE

Accounting (includes Account Clerk)
Aeronautics--Pilot Training
Aviation Mid-Management
Data Processing (will add Data Processing Machine Operation)
Fluid Power (includes Fluid Power Maintenance)
Horticulture--Marketing
Horticulture--Production
Industrial Mid-Management
Interior Design
Library Media Technical Assistant
Marketing (includes Sales and Merchandising)
Marketing--Industrial
Mechanical Design (includes Mechanical Drafting)
Police Science
Secretarial Science (includes Stenography, will add Clerk Typist)

DIPLOMA PROGRAMS

Airframe and Powerplant Mechanics
Auto Body
Auto Mechanics (will add Auto Technology)
Dental Assistant
General Sale--Hotel-Motel
Machine Tool Operations
Operating Room Assistant
Welding

Apprentice Programs

The following programs need packets to be developed:

ASSOCIATE DEGREE

Civil and Structural Technology
Court and Conference Reporting
Electronic Technology (includes Electronic Servicing and Electronic Computer Technology)
Fire Science
Hotel-Motel Management
Instrumentation
Land Surveying Technician
Nursing--Associate Degree and Practical Nursing

DIPLOMA PROGRAMS

Cosmetology
Farm Training and Production Agriculture
Medical Assistant
Power Mechanics and Small Engines
Nursing Assistant and Ward Clerk
Upholstery and Auto Trim

The specific procedure to be followed was to be:

1. Scripts produced in a present District project entitled "Telephone and Informational Career Occupation Service" would be edited and revised to suit the needs for Career Information Packet utilization.

2. The final script would be taped by an individual having a clear distinct voice.

The visual portion of the existing packets would be reviewed after the scripts were finalized. The review would be to determine if the existing slides were compatible with the new audio or if changes need to be made in a few slides per package.

The visual for the new slides would also be developed based upon the needs of the scripts. After the visual would be developed and the taping completed, the two would be synchronized for utilization in existing equipment in Gateway's audio-visual lab.

III. CONCLUSIONS AND RECOMMENDATIONS

A. On-the-Job Interviews with Gateway Graduates

A total of 46 cassette tapes have been produced. The tapes vary in length from four to six minutes.

Completed on the Job Tapes

ASSOCIATE DEGREE

Accounting
Aeronautics-Pilot Training
Automotive
Aviation Mid-Management
Civil Structural Technology
Court and Conference Reporting
Data Processing
Electronic Computer Technology
Electronic Technology
Fire Science Technology
Fluid Power
Food Service Management
Horticulture--Marketing
Horticulture--Production
Industrial Engineering Technician
Interior Design
Library Media Technical Assistant
Marketing
Marketing--Fashion Merchandising
Marketing--Industrial
Mechanical Design
Nursing--Technical
Police Science
Secretarial Science

VOCATIONAL DIPLOMA

Account Clerk
Airframe and Powerplant
Auto Body
Automotive Mechanics
Clerk Typist
Cosmetology
Data Processing Machine Operations
Dental Assistant
Drafting--Mechanical
Electronic Servicing

Fluid Power Maintenance
Food Service Assistant
Machine Tool Operation
Medical Assistant
Operating Room Assistant
Power Mechanics
Practical Nursing
Pre-Service Nursing Assistant
Production Agriculture
Upholstery and Auto Trim
Ward Clerk
Welding

Gateway Technical Institute has purchased the services of a twenty-four hour answering service to disseminate tapes from a previous occupational informational project completed under project #06-180-151-314. The plan is to integrate these project tapes to the existing answering service to provide a double barrelled approach to those people seeking information.

The tapes will also be made available to GTI counselors and other interested staff. Individual schools in the GTI district will also be prime users of the tapes if they deem them useful.

RECOMMENDATIONS

The initial concept of this project was worthwhile, since firsthand information about different careers is perhaps the best source possible. However, the actual implementation including research, scheduling, taping, etc. should in the future be left to a private professional service. One suggestion would include the VTAE State research and follow-up, contracting a private service to make on the job tapes for all programs, and then allow individual districts to purchase those tapes which are pertinent to their campuses.

B. Peer Counseling (Student-to-Student)

During the year, dialogue was established with Dr. William F. Brown, Professor of Educational Psychology at Southwest Texas State University. Dr. Brown is the author of Student-to Student Counseling: An Approach to Motivating Academic Achievement.

Dr. Brown was most helpful in providing a variety of aids and materials pertaining to his innovative approach to peer counseling.

Dr. Roland Balwin, Director of Student Services at the University of Wisconsin - Washington County Center, conducted a STS Workshop at Gateway, Racine Campus on February 7, 1975.

A total of 15 students were recruited for the 1974-75 school year. At the beginning of the Spring, 1975 semester ten students remained active. The five who withdrew left for academic, vocational, and personal reasons. Certain students left because they were unable to fulfill program requirements. Six of the ten students who remained active, graduated in May, 1975. Forty-four students have been referred to the program or expressed an interest in it for the 1975-76 school year. They will be contacted by letter for an initial interview with the coach/trainer. Out of the forty-four students, 20 to 25 would be invited to complete an application (majority on Racine Campus).

On a number of occasions, resource people from Gateway, as well as from the community spoke to the Student-to-Student group. They shared their expertise and elaborated on how their functions could help Gateway.

During the Spring, 1975 registration and orientation, the STS counselors acted as resource personnel. Each counselor was available at a special STS table to assist students as follows:

1. Welcome new students to GTI.

2. Overview of the typical transition problems students have from high school to GTI's environment.

3. Interpretation of academic terms and other GTI lingo.

4. How many credits to carry.

5. How much employment outside of school is advisable.

6. How to read a schedule.

7. How to plan the semester and courses.

8. Pre-registration procedures.

9. Description and instructions pertaining to final registration.

10. Invitation to orientation--its meaning.

As was previously mentioned a workshop was held with Dr. Balwin for the expressed purpose of making the STS counselor aware of the function and successful technique for this type of counseling.

Several STS counselors developed student contact by acting as tutors and group study leaders in the GTI Opportunity Center.

A STS counselor spoke to the faculty to explain STS and encourage referrals of troubled students to STS counselors.

It is too early to effectively evaluate the success of the program at Gateway Technical Institute--Racine Campus, but it is noteworthy that both students and faculty are recognizing the importance and invaluable role that STS counselors have and can provide.

It is recommended that in the future the program:

1. Be expanded on the Kenosha Campus as well as be maintained on the Racine Campus.

2. More available time for the coach/trainer needs to be considered to adequately work with the STS counselors.

3. More careful screening be given to all student counselors. Some of the original 15 counselors found it difficult to follow STS counseling guide lines. Others had selfish motives for becoming STS counselors.

4. Systematic training needs to be scheduled. The in-service training was held in a haphazard manner due to the newness of the program.

5. Greater recognition needs to be striven for within the GTI system.

6. Public information for the program should be increased along with more continuity.

7. When selecting counselors, a more varied cross section of ages of student counselors should be sought.

8. An increase budget should reflect additional activities and expansion of the program.

9. Better facilities (office space) needs to be considered for this program if the STS program is to have a greater impact at the Racine Campus and expansion on the Kenosha, Elkhorn Campuses.

C. Updating and Completion of Career Information Packets

This phase of the study produced the following Career Information Packets (consisting of from 20 to 50 color 35 mm slides each and an accompanying tape recorded script from 4 to 10 minutes in length):

Account Clerk
Accounting
Aviation Careers (Aeronautics-Pilot Training, Airframe and Powerplant Mechanic, Aviation Mid-Management)
Apprenticeship
Auto Body
Automotive Technology
Automotive Mechanic
Civil Structural Technology
Clerk Typist
Cosmetology
Court and Conference Reporting
Data Processing
Data Processing Machine Operations
Dental Assistant
Electronic Computer Technology
Electronic Servicing
Electronic Technology
Farm Training
Fire Science Technology
Fluid Power
Fluid Power Maintenance
Food Service Assistant
Food Service Management
General Sales--Hotel-Motel
Horticulture--Marketing
Horticulture--Production
Hotel/Motel Management
Industrial Engineering Technology
Interior Design
Land Surveying Technology
Library/Media Technical Assistant
Machine Tool Operation
Marketing
Marketing, Fashion Merchandising
Marketing, Industrial

Mechanical Design
Mechanical Drafting
Medical Assistant
Nursing, Technical
Operating Room Assistant
Police Science
Small Engine and Chassis Mechanics
Practical Nursing
Pre-Service Nursing Assistant
Production Agriculture
Production Welding
Secretarial Science
Stenography
Upholstery and Auto Trim
Ward Clerk

33 of the scripts used for these packets were those produced by Don Berns (Counselor at GTI) under a project entitled "Telephone Informational Career Occupation Service" which was completed in June, 1974. A total of 17 scripts used in the packets were developed and narrated under project 169. The narration was done by Mr. Jonathan Green, announcer for WTMJ Radio, Milwaukee.

After these scripts were written and narrated the visual part of each packet was planned. This visual aspect would consist of color slides that would coincide with the script.

Slides for this section were collected from four different sources:

Slides that were currently available in various locations at GTI. These included slides taken for a project completed in 1972 at GTI entitled "Career Information Packets", and slides previously taken by various departments at GTI.

Slides that various industries and businesses in the GTI District made available for duplication.

Slides prepared by Waukesha County Technical Institute in the "Day in the World of Work" project. These slides were made available through the cooperation of Mrs. Joan Stephens at WCTI.

Slides taken by a photographer (Warren Lewis) hired on an hourly basis for this project. These slides were taken on the three campuses of GTI, area business and industrial locations where GTI graduates are employed, and farms run

by GTI students in the Production Agriculture program. Slides from this source made up the largest group of slides used. Approximately 1500 slides were taken by Mr. Lewis. His wages totaled $534. A total of approximately 1,000 slides were used from all the other sources listed.

The next step in the project consisted of arranging appropriate slides for each program in a carousel slide tray in an order that coincided with the narrated script which had been recorded on cassette tapes. These slides were numbered and the corresponding numbers placed in the body of the written script.

The final stage of the project involved placing inaudible cues on Side 2 of the cassette tape which had the recorded audio information on Side 1. These cues are used to change slides at the proper time in order for the visual presentation to fit appropriately with the audible message. This system allows the packets to be played back with automatic slide advance on a rear-view Singer Caromate projector.

These slide/tape packets will be used extensively in counseling and recruiting new students for all GTI programs. This software will lend itself to utilization at GTI campuses, area high schools and various other locations where recruitment and counseling activities occur.

It is recommended that at least every two years the existing packets be reviewed and updated and that whenever a new program begins at Gateway that a Career Education Packet be developed immediately. To attain greater effectiveness of the Career Education Packets, the audio and photographic quality of the material should be periodically checked and improved where necessary.

IV. SUMMATION

From the outset of this study it could be predicted that the techniques stressed in this study should result in increased enrollments at the Racine Campus with a corresponding decrease in attrition.

As of this date there has been a significant increase in enrollments in programs at the Racine Campus--approximately 19%. Whether the increase is a result of the techniques of this study can only be surmised but it may be assumed that the techniques of this study have contributed in some measure to the increase in enrollments.

V. APPENDIX

APPENDIX A

MEMORANDUM

DATE: October 2, 1974

TO: _____ Advisor in _____

FROM: Student Services, Kenosha Campus

SUBJ: Graduates of Your Program

I have been awarded a grant by the State of Wisconsin (VTAE) to interview and tape graduates of our one and two year programs. I am thinking that you as advisors would know of a couple of your graduates who would like to participate in my project. The information I will be asking them will concern their training at GTI and their present job.

I would prefer people who have one or two years experience in their field of study.

Please return this form to me with the following information (if known) at your earliest convenience.

Name of Graduate	Address	Phone	Yr. of Grad.	Place of Employment
1)				
2)				

Thank you for your assistance in this project. Once completed I hope to use this information as a counseling tool for our area counselors and as a needed informational tool for prospective students.

bn

APPENDIX B

GATEWAY TECHNICAL INSTITUTE

Kenosha Campus
District Office
3520 - 30th Avenue
Kenosha, Wi. 53140
Phone: (414) 658-4371

Racine Campus
1001 South Main Street
Racine, Wi. 53403
Phone: (414) 637-9881

Elkhorn Campus
E. Centralia S. & Hwy. H
Elkhorn, Wi. 53121
Phone: (414) 723-5390

Keith W. Stoehr
District Director

Dear

You have been selected to participate in the ON THE JOB SERIES of taped interviews which is being developed by GTI. The series consists of taped interviews with selected graduates of all the Gateway Technical Institute programs. The tape will be in the form of an 8-10 minute interview with you. The questions that you will be requested to answer are enclosed.

Once all the tapes are made, they will be used as counseling tools so that prospective students can get an idea of what work in your area is all about. The tapes may also be used by our school in a new project which would allow people calling our school wanting occupational information to listen to your tape over the phone.

During our recent phone conversation, you gave me a best time to call you. Please expect the call sometime within the next 60 days.

Please sign and return the permission to tape half sheet. A self addressed, stamped envelope is enclosed for your convenience.

After the project is completed, I hope to notify you of how it has worked out. Thank you in advance for your cooperation.

Sincerely,

Richard Lenz, Counselor
Phone: 658-4371

dlm

APPENDIX C

Graduate, these are questions that the interviewer will ask you during the telephone taping. They may not appear in this order. There is enough space between questions for you to jot down your thoughts to use during the interview.

1. Where are you working and what are your typical job duties?

2. What satisfies you most about your job?

3. What satisfies you least about your job?

4. What course work at Gateway helped you on the job?

5. Do you feel you are receiving an adequate wage?

6. What type of high school courses would help a person considering training in your field?

7. What kinds of personal qualities should a person have for this kind of work? (Example: interests, aptitudes)

8. How is the opportunity for advancement?

9. What advice would you give people who are considering being trained in your field?

10. What other jobs could you have applied for with your training at Gateway?

APPENDIX D

I do hereby give my permission to Gateway Technical Institute to tape record my conversation over the telephone and to use such a tape recording for vocational counseling purposes. These purposes may include duplication of such tapes for high schools and/or using the tapes for telephone information on careers.

DATE _____ SIGNATURE _____

ADDRESS _____
Number City State Zip

TELEPHONE _____
Area Code Number

EMPLOYER _____

YOUR JOB TITLE _____